Chicora College

Hicora College

Digitized by the Internet Archive
in 2025 with funding from
North Carolina Digital Heritage Center

https://archive.org/details/chicoracollegefo00chic_1

Chicora College.

Chicora College

FOR YOUNG LADIES

Catalogue
Session of 1907-1908

Prospectus
Session of 1908-1909

Greenville, South Carolina

1908
PEACE PRINTING CO.
GREENVILLE, S. C.

Catalogue

Session of 1907 - 1908

Calendar

for

SESSION OF 1907-1908.

Session opens September 19, 1907, and closes May 27, 1908.

FIRST TERM.

September 19, 1907, 10 A. M.—Term begins.
November 28, 1907—Thanksgiving Day.
December 15, 1907—Intermediate examinations begin.
December 22, 1907—Christmas holidays begin.
January 3, 1908.—Christmas holidays end.
January 22, 1908—Term ends.

SECOND TERM.

January 23, 1908—Term begins.
February 22, 1908—Washington's Birthday.
May 10, 1908—Confederate Memorial Day.
May 15, 1908—Final examinations begin.
May 24, 1908, 11.30 A. M.—Baccalaureate sermon by Rev. F. D. Jones, Aiken, S. C.
May 24, 1908, 8.30 P. M.—Y. W. C. A. sermon by Rev. E. E. Gillespie, Yorkville, S. C.
May 25, 1908, 3-6 P. M.—Art reception.
May 25, 1908, 8.30 P. M.—Recital.
May 26, 1908, 12 M.—Meeting of Alumnae Association.
May 26, 1908, 8.30 P. M.—Recital.
May 27, 1908, 4.30 P. M.—Meeting of the Board of Trustees.
May 27, 1908, 5 P. M.—Class Day exercises.
May 27, 1908, 8 P. M.—Graduating exercises; literary address by Rev. Samuel M. Smith, D. D., Columbia, S. C.; conferring degrees; annual address to the graduates; awarding medals, prizes, etc.; term ends.

Board of Trustees

BETHEL PRESBYTERY.

Rev. J. K. Hall, McConnellsville, S. C. 1908
Rev. W. M. McPheeters, D. D., LL. D., Columbia, S. C. . . 1909
Elder R. E. Wylie, Lancaster, S. C. 1910
Rev. J. M. Holladay, Winnsboro, S. C. 1911

CHARLESTON PRESBYTERY.

Rev. F. D. Jones, Aiken, S. C. 1908
Rev. J. L. McLees, Orangeburg, S. C. 1909
Rev. S. M. Smith, D. D., Columbia, S. C. 1910
Elder James Allen, Jr., Charleston, S. C. 1911

ENOREE PRESBYTERY.

Rev. T. W. Sloan, D. D., Greenville, S. C. 1908
Elder O. P. Mills, Greenville, S. C. 1909
Elder C. E. Graham, Greenville, S. C. 1910
Rev. E. P. Davis, D. D., Greenville, S. C. 1911

HARMONY PRESBYTERY.

Elder E. R. Plowden, Manning, S. C. 1908
Elder George McCutcheon, Bishopville, S. C. 1909
Rev. H. A. Knox, Mayesville, S. C. 1910
Rev. J. P. Marion, Jr., Sumter, S. C. 1911

PEE DEE PRESBYTERY.

Elder D. McKenzie, Timmonsville, S. C. 1908
Elder J. N. Drake, Bennettsville, S. C. 1909
Rev. Bunyan McLeod, Bennettsville, S. C. 1910
Rev. A. H. McArn, Cheraw, S. C. 1911

SOUTH CAROLINA PRESBYTERY.

Elder W. P. Nesbitt, Fork Shoals, S. C. 1908
Rev. T. D. Cartledge, Due West, S. C. 1909
Elder J. E. Hagood, Easley, S. C. 1910
Elder J. M. Harden, Abbeville, S. C. 1911

OFFICERS OF BOARD.

C. E. Graham, President. E. P. Davis, D. D., Secretary.
A. H. McArn, Vice-President. R. L. Graham, Treasurer.
Gov. M. F. Ansel, Attorney.

EXECUTIVE COMMITTEE.

C. E. Graham, J. E. Hagood, E. P. Davis,
W. P. Nesbitt, A. H. McArn, T. W. Sloan.

Officers

1907-1908.

REV. S. C. BYRD, D. D.,
President.

MRS. S. C. BYRD,
Vice-President.

MISS ANNA McCANTS BEATY,
Lady Principal.

MR. H. H. BELLAMANN, D. Mus.,
Director of Music.

MRS. ELLIS C. BEDELL,
Principal of Academic Department.

MISS NANNIE WITHERSPOON THORNWELL,
Principal of Primary Department.

MISS CARRIE M. FLOYD,
Practice Superintendent.

DR. C. C. JONES,
Attending Physician.

MISS ANNA E. McCANTS,
Intendant of Infirmary.

MRS. CARRIE A. BOOZER,
Housekeeper.

Faculty

1907-1908.

REV. S. C. BYRD, D. D.,
MRS. S. C. BYRD,
Professors of Bible.

MISS JEAN H. WITHERSPOON,
Professor of English.

MISS ANNA McCANTS BEATY,
Professor of History.

MISS ELEANOR S. URQUHART,
Professor of Mathematics.

MISS FRANCES S. CHARLES,
Professor of Natural Sciences.

REV. S. C. BYRD, D. D.,
Professor of Philosophy.

MISS NANNIE W. McFARLAND,
Professor of Ancient Languages.

MISS MARY REAMY THOMAS,
Professor of Modern Languages.

*
Instructor in Mathematics.

DR. E. W. CARPENTER,
Lecturer on Eye, Ear, Nose and Throat,

MR. H. H. BELLAMANN, D. Mus.,
Professor of Piano, Pipe Organ, and Theoretical Studies.

MISS GRACE GRAHAM,
Professor of Piano.

*To be supplied.

Faculty

(Continued)

MRS. L. E. PIRRIE-WILLIMON,
Professor of Piano.

MRS. KATHERINE McKEE BELLAMANN,
Professor of Vocal Music.

MRS. LEONTINE E. PIRRIE-WILLIMON,
Professor of Violin.

MISS ANNIE C. WATKINS,
Professor of Drawing and Painting.

*
Professor of Photography.

MISS FRANCES YOUNG,
Professor of Expression.

MISS FRANCES YOUNG,
Professor of Physical Culture.

MISS JULIA D. CHARLES,
Professor of Book-Keeping, Stenography and Typewriting.

J. M. PERRY,
Professor of Penmanship.

MRS. ELLIS C. BEDELL,
Academic Department.

MISS CARRIE M. FLOYD,
Academic Department.

MISS NANNIE WITHERSPOON THORNWELL,
Primary Department.

MISS MARY McGOWAN,
Domestic Science.

---

*To be supplied.

Degrees Conferred

May 29, 1907.

Baccalaureate of Arts.—Ella Lucile Barr, Nannie Isabel Boggs, Emma May Hicks, Edena Ezelle Hicklin, Lucy Sloan Poe, Lalla Reynolds, May Cureton Wyatt.

Baccalaureate of Science.—Grace Brogdon, Pauline Essie Ellison, Carrie Mason Floyd, Bessie Hitch, Ora Dell Hunter, Ella Estelle Sheppard.

Baccalaureate of Literature.—Hattie Louise Brownlee, Addis Stafford Carr, Annie Leila Fowler, Florence Jacqueline Jenkins, Eva Blanche James, Rosa Virginia Poole, Cornelia Gertrude Plowden, Mary Belle Scott.

Associate in Music.—Grace Brogdon, Eva Blanche James, Lenoir Adell Jones.

Diploma in Expression.—Theodora Brevard Hayne.

Certificate of Proficiency.—In Bible, English, History and Philosophy, Mattie Burgess Appelt; in English and Philosophy, Zula Belle Hitch; in Bible and English, Lenoir Adell Jones; in Bible and Philosophy, Rebecca Pretto Palmer.

Bible Prizes.—Lalla Ballenger, Lalla Reynolds.

Spelling Prizes.—First: Elizabeth Williams.
Second: Helen Thackston.

Medals Awarded

May 29, 1907.

Scholarship Medal, to Miss Lalla Reynolds.
Science Medal, to Miss Carrie Floyd.
English Essay, to Miss Lalla Reynolds.
Improvement in Music, to Miss Annie Kilgore.
Improvement in Music, to Miss Mary Starr.
Excellence in Piano, to Miss Pearle Smith.
Endel Elocution Medal, to Miss Flossie Jenkins.
Endel Elocution Medal, to Miss Marian Frazier.
Improvement in Art, to Miss Edyth Jackson.
Excellence in Vocal Music, to Miss Lenoir Jones.

Roll of Distinction

Collegiate Department.

Lalla Reynolds	98.96
Lalla Ballenger	98.22
Pearl Smith	97.72
Cornelia Seyle	97.25
Isabel Boggs	97.00
Marian Frazier	96.05
Aggidel Moore	95.84
Lucy Ligon	95.55
Lucile Barr	95.53

Primary Department.

Mamie Allen	97.00
Cozby Byrd	97.00
Cordelia Moore	95.00
William Wilkins	95.00

Catalogue of Students

Session of 1907-1908

PUPIL	PATRON	RESIDENCE
Adden, Marie	H. R. Adden	Orangeburg Co.
Addison, Erin	J. S. Addison	Newberry Co.
Aiken, Pauline	E. A. Aiken	Greenville
Allen, Mamie	H. W. Allen	Greenville
Anderson, Bessie	J. H. Anderson	Spartanburg Co.
Anderson, Henrietta	F. L. Anderson	Spartanburg Co.
Ashe, Lillis	J. F. Ashe	York Co.
Autrey, Charlotte	D. A. Autrey	Georgia
Ballenger, Lalla	J. J. Ballenger	Oconee Co.
Ballenger, Ruth	Rev. N. G. Ballenger	Greenville
Bankhead, Ora	E. M. Bankhead	York Co.
Barclay, Julia	Rev. Jonas Barclay	Greenville
Barclay, Tom	Rev. Jonas Barclay	Greenville
Bates, Fannie	J. R. Bates	Aiken Co.
Beaty, Anna M.	W. C. Beaty	Fairfield Co.
Beaty, Elizabeth	W. C. Beaty	Fairfield Co.
Beckham, Lois	Mrs. A. V. Beckham	Sumter Co.
Bedell, Madeline	Mrs. E. C. Bedell	Greenville
Bethune, Ola	N. A. Bethune	Chesterfield Co.
Bird, William	D. R. Bird	Cherokee Co.
Blakely, Annie	J. W. Blakely	Laurens Co.
Brailsford, Maysie	R. M. Brailsford	Clarendon Co.
Bramlett, Montez	J. G. Bramlett	Cherokee Co.
Brewer, Marie	Mrs. M. H. Brewer	Lancaster Co.
Brewer, Susie	Mrs. M. H. Brewer	Lancaster Co.
Brown, Bessie	W. P. Brown	Laurens Co.
Bruce, Ethel	Sloan Bruce	Georgia
Buice, Lucile	H. W. Murff	Georgia
Burgard, Madge	J. B. Burgard	Greenville
Burgard, Joseph	J. B. Burgard	Greenville
Byrd, Cozby	S. C. Byrd	Greenville
Caldwell, Wilton	J. C. Caldwell	Greenville
Campbell, Florence	D. A. Campbell	Greenville
Carey, Ellita	F. F. Martin	Greenville

PUPIL	PATRON	RESIDENCE
Carmichael, Mary Emma	N. J. Carmichael	Marion Co.
Carpenter, Constance	C. H. Carpenter	Pickens Co.
Carpenter, Nina	J. L. Carpenter	Greenville
Chandler, Effie	S. R. Chandler	Sumter Co.
Chandler, Jennie	J. R. Chandler	Sumter Co.
Chapman, Calla	W. H. Chapman	Pickens Co.
Charles, Amanda	J. P. Charles	Greenville
Charles, Cornelia	J. P. Charles	Greenville
Charles, Julia D.		Greenville
Childers, Iola	E. R. Childers	Greenville Co.
Childress, Annie	S. D. Childress	Laurens Co.
Claussen, Dora	W. F. Claussen	Florence Co.
Clement, Janie	J. A. Clement	Greenville Co.
Clement, Kate Allen	Mrs. Kate Clement	Greenville
Cone, Lucile	L. G. Cone	Havana, Cuba
Cox, Mattie	P. F. Cox	Greenville
Craig, Susan	J. E. Craig	Fairfield Co.
Cunningham, Lucile	J. H. Cunningham,	Williamsburg Co.
Davis, Fannie	Dr. E. P. Davis	Greenville
Davis, Mattie	Dr. E. P. Davis	Greenville
Davis, Marie	L. F. Davis	Marion Co.
Davis, Roberta	Dr. E. P. Davis	Greenville
Douglass, Grace	W. S. Douglass	Fairfield Co.
Doyle, Leila	O. R. Doyle	Pickens Co.
DuRant, Vera	J. C. DuRant	Clarendon Co.
Edmunds, Annie	N. W. Edmunds	Richland Co.
Edmunds, Lila	N. W. Edmunds	Richland Co.
Erwin, Eunice	A. M. Erwin	Anderson Co.
Evans, Lucy	J. G. Evans	Oconee Co.
Evans, Sara	J. G. Evans	Abbeville Co.
Flanagan, Rebecca	W. N. Wallace	York Co.
Floyd, Carrie L.	E. G. Floyd	Spartanburg Co.
Floyd, Lizzie	E. G. Floyd	Spartanburg Co.
Frazier, Marian	J. B. Frazier	Fairfield Co.
Friday, Emily	Mrs. E. R. Friday	Greenville
Frontis, Mary	Dr. D. B. Frontis	Saluda Co.
Fudge, Emmie	R. H. Fudge	Lancaster Co.
Garlington, Edna	J. C. Garlington	Greenville
Gates, Fred	A. A. Gates	Greenville
Glenn, Margaret	T. M. Glenn	Greenville
Gower, Sallie	C. E. Gower	Mississippi
Graham, Grace	R. L. Graham	Greenville
Graham, Marian	R. L. Graham	Greenville

PUPIL	PATRON	RESIDENCE
Griffin, Janie	H. H. Griffin	Greenville
Griffin, Nellie	H. H. Griffin	Greenville
Haltiwanger, Vernon		Edgefield Co.
Harley, Blanche	Rev. J. L. Harley	Greenville
Harley, Lillian	Rev. J. L. Harley	Greenville
Hayne, Theodora	T. B. Hayne	Greenville
Hicklin, Louise	F. M. Hicklin	Chester Co.
Hood, Belle	J. W. Hood	Chester Co.
Hope, Reedy	Mrs. J. A. Hope	Chester Co.
Ivy, Pearl	J. W. Ivy	Sumter Co.
Ivy, Theo	J. W. Ivy	Sumter Co.
Jackson, Furman	Furman Jackson	Greenville
Jackson, Madge	J. L. Jackson	Anderson Co.
James, Nogie	G. R. James	Spartanburg Co.
Johnson, Mrs. E. E.,		Spartanburg Co.
Johnston, Mary Heath	J. K. Johnston	Chester Co.
Jones, Louise	R. C. Jones	Kershaw Co.
Jones, Maka	Dr. C. C. Jones	Greenville
Justus, Ruth	Rev. W. B. Justus	Greenville
Kennedy, Mary	G. L. Kennedy	Chester Co.
Kilgore, Annie	J. B. Kilgore	Spartanburg Co.
Lathem, Marie	Mrs. F. R. Lathem	Greenville
Lathem, Willie	Mrs. F. R. Lathem	Greenville
Lewis, Annie	J. O. Lewis	Greenville
Lewis, May	J. O. Lewis	Greenville
Ligon, Lucy	Mrs. R. C. Ligon	Abbeville Co.
Link, Clarkie	J. H. Link	Abbeville Co.
Lipscomb, Margaret	J. W. Lipscomb	Greenville
Lipscomb, Louis	J. W. Lipscomb	Greenville
Little, Hermine	Mrs. C. A. Little	North Carolina
Little, Ruby	Miss Pearl Little	Georgia
Lyles, Rebecca	Mrs. R. V. Woodward	Fairfield Co.
Lyons, Willie	Dr. W. C. Lyons	Tennessee
McBrayer, William	Wm. McBrayer	Greenville
McCrorey, Brantley	R. M. McCrorey	Greenville
McCrorey, Katherine	R. M. McCrorey	Greenville
McCollough, Helen		Greenville
McCollough, Jessie	J. C. McCollough	Florida
McFadden, Alma	W. H. McFadden	Chester Co.
McHugh, Essie	S. T. McHugh	Greenville
McMahan, Jessie	Arch McMahan	Anderson Co.
McMurray, Nannie	Rev. J. A. McMurray	York Co.
Mackey, Alice	J. F. Mackey	Greenville

PUPIL	PATRON	RESIDENCE
Mallard, Marion	E. G. Mallard	Greenville
Martin, Elise	M. B. Martin	Fairfield Co.
Massabeau, Mabel	Rev. W. A. Massabeau	Greenville
Massey, Lillian	L. J. Massey	York Co.
Mayes, Mary	Mrs. F. L. Mayes	Greenville
Means, Drusilla	W. J. Means	Spartanburg Co.
Miller, Lottie	Mrs. F. G. Miller	Chesterfield Co.
Miller, Louise	J. C. C. Miller	Georgia
Mitchell, Mary	Rev. A. R. Mitchell	Greenville
Moore, Aggidel	C. L. Moore	York Co.
Moore, Cordelia	W. B. Moore	Greenville
Neil, Annie	W. S. Neil	York Co.
Neil, Emma	W. S. Neil	York Co.
Norwood, Laura	J. W. Norwood	Greenville
Pack, Edna	Dr. W. S. Pack	Greenville
Pack, Lillian	Dr. W. S. Pack	Greenville
Parker, Margaret	L. W. Parker	Greenville
Parrott, Lucile	G. F. Parrott	Lee Co.
Parrott, Kathleen	G. F. Parrott	Lee Co.
Patton, Annie	Avery Patton	Greenville
Patton, Mary	Avery Patton	Greenville
Peden, Nettie	W. S. Peden	Greenville Co.
Plowden, Lilla	J. S. Plowden	Greenville
Plowden, Marie	Rev. J. M. Plowden	North Carolina
Plowden, Mattie	Mrs. M. M. Plowden	Greenwood Co.
Ramsay, Laura	G. J. Ramsay	Oconee Co.
Rankin, Winifred	G. A. Rankin	Pickens Co.
Reeves, Pearl	R. C. Reeves	Fairfield Co.
Reid, Mary Julia	W. P. Reid	Spartanburg Co.
Reid, Victoria	G. T. Reid	Newberry Co.
Rhodes, L. F.		Darlington Co.
Robinson, Mary	Dr. N. Robinson	North Carolina
Rose, Blanche	W. C. Rose	Florence Co.
Rosborough, Lillian	J. A. Rosborough	Florida
Salley, Helen	J. A. Salley	Orangeburg Co.
Scott, Minnie	W. C. Scott	Pickens Co.
Scott, Sue	James Scott	Anderson Co.
Senn, Lucy	Dr. W. D. Senn	Newberry Co.
Seyle, Cornelia	W. P. Seyle	Greenville
Seyle, Edna	T. J. Seyle	Greenville
Sparkman, Hattie	Dr. W. E. Sparkman	Spartanburg Co.
Spratt, Robbie	Mrs. Jennie Spratt	York Co.
Stackley, Jodie	J. F. Stackley	Florence Co.

PUPIL	PATRON	RESIDENCE
Starr, Mary	J. M. Starr	York Co.
Stevenson, Annie	D. L. Stevenson	Fairfield Co.
Stover, Evelyn	W. W. Stover	Washington
Sullivan, Kate	C. P. W. Sullivan	Greenville
Sullivan, Minnie	C. P. W. Sullivan	Greenville
Sumner, Lita	J. E. Sumner	Darlington Co.
Thackston, Helen	J. E. Thackston	Greenville Co.
Thode, Doretta	J. J. Thode	Oconee Co.
Thompson, Bessie	W. B. Thompson	Orangeburg Co.
Thompson, Elsie	A. R. Thompson	Greenville
Triplette, Sallie	Mrs. Claudia Triplette	Chester Co.
Turner. Maggie B.	Mrs. M. B. Turner	Fairfield Co.
Turner, Rosalie	C. P. Wells	Marlboro Co.
Walker, Rebecca	D. V. Walker	Fairfield Co.
Walters, W. E.	Walters, W. E.	Greenville
Watson, Alice		Greenville
West, Eleanor	J. R. West	Greenville
West, Grace	J. T. West	Greenville
West, Lula	J. T. West	Greenville
West, Mabel	J. R. West	Greenville
Westervelt, Nadie	J. I. Westervelt	Greenville
Whisonant, Fay	C. W. Whisonant	Cherokee Co.
White, Leon	J. P. White	York Co.
Wilkins, William	William Wilkins	Greenville
Wilkinson, Annie	Dr. J. R. Wilkinson	Greenville
Wilkinson, George	Dr. J. R. Wilkinson	Greenville
Wilkinson, Martha	Dr. J. R. Wilkinson	Greenville
Williams, Elizabeth	J. T. Williams	Greenville
Williman, Virginia	W. H. Williman	Greenville
Willingham, Pearle	J. B. Frazier	Fairfield Co.
Willis, Albert	G. K. Willis	Greenville
Willis, Sadie	G. K. Willis	Greenville
Wilson, Ellen	Kerr Wilson	Greenville
Wilson, Lou Ervin	J. E. Wilson	Sumter Co.
Wood, Cola	W. T. Wood	Greenville
Wood, Virginia	W. T. Wood	Greenville
Woodside, Mary	C. L. Woodside	Greenville Co.
Wright, Bessie	K. O. Wright	Greenville
Wyatt, Mary	A. G. Wyatt	Pickens Co.
Wyatt, Nellie	A. G. Wyatt	Pickens Co.
Young, Jennie	J. L. Young	Laurens Co.
Young, Lutie	J. L. Young	Laurens Co.
Zarley, Helen	H. C. Zarley	Greenville

A Peep Into the Double Parlor,

Prospectus

Session of 1908-1909.

Calendar

for

Session of 1908-1909.

Session opens September 17, 1908, and closes May 26, 1909.

FIRST TERM.

September 17, 1908, 10 A. M.—Term begins.
November 26, 1908—Thanksgiving Day.
December 22, 1908—Christmas holidays begin.
January 4, 1909—Christmas holidays end.
January 20, 1909.—Term ends.

SECOND TERM.

January 21, 1909—Term begins.
February 22, 1909—Washington's Birthday.
May 10, 1909—Confederate Memorial Day.
May 23, 1909, 11.30 A. M.—Baccalaureate sermon.
May 23, 1909, 8.30 P. M.—Y. W. C. A. sermon.
May 24, 1909, 3-6 P. M.—Art reception.
May 24, 1909, 8.30 P. M.—Recital.
May 25, 1909, 12 M.—Meeting of the Alumnae Association.
May 25, 1909, 8.30 P. M.—Recital.
May 26, 1909, 4.30 P. M.—Meeting of the Board of Trustees.
May 26, 1909, 5 P. M.—Class Day exercises.
May 26, 1909, 8 P. M.—Graduating exercises; literary address; conferring degrees; annual address to the graduates; awarding medals, prizes, etc.; term ends.

Chicora College

Historical

Chicora College was organized in August, 1893, under the auspices of the three Presbyterian churches of Greenville. Rev. J. F. McKinnon was Principal from 1893 to 1895, and Rev. S. R. Preston, D. D., from 1895 to 1898. In 1898 the institution failed and was reorganized by Dr. Preston as a stock company, and was so conducted by him until 1906.

In the spring of 1906, a majority of the stock of the College was offered for sale to the Presbyteries of Bethel, Enoree and South Carolina, of the Synod of South Carolina, on condition that the remaining stock be secured by the Presbyteries. The offer was accepted and Trustees were appointed to secure a charter, to consummate the action of the Presbyteries and to govern and control the College until their next regular meeting. "The Board of Trustees of Chicora College" was chartered May 30, 1906, and the transaction by which the College became the property of the Presbyteries was consummated on June 1, 1906, a majority of the stock being purchased for $30,500.00 and the remainder being secured by donation. Those who generously donated their stock were Mr. H. F. Means, Mrs. M. J. Means, Mr. C. E. Graham,

Dr. C. C. Jones, Capt. O. P. Mills and the First Presbyterian Church of Greenville.

The Board elected to the Presidency of the College the Rev. S. C. Byrd, D. D., who assumed the duties of the office June 1, 1906.

It being the desire and purpose of the three owning and controlling Presbyteries to have associated with themselves the other three Presbyteries of the Synod of South Carolina, they, in the fall of 1906, overtured the Presbyteries of Charleston, Harmony and Pee Dee to unite with them in the ownership and control of the College. These Presbyteries acted favorably upon the overture and the College is now owned jointly by the Presbyteries of Bethel, Charleston, Enoree, Harmony, Pee Dee and South Carolina, of the Synod of South Carolina in connection with the Presbyterian Church in the United States.

Control

The College is governed and controlled by a Board of Trustees appointed by the Presbyteries of Bethel, Charleston, Enoree, Harmony, Pee Dee and South Carolina, of the Synod of South Carolina in connection with the Presbyterian Church in the United States, and incorporated under the laws of the State of South Carolina.

Purpose

The institution is a Presbyterian College. It is established, maintained and conducted for the purpose of promoting Christian education in

harmony with the Constitution of the Presbyterian Church in the United States.

The supreme aim of Chicora College is to make women; and its conception of womanhood is a graceful and vigorous body, a thoroughly disciplined mind, together with a high moral and spiritual character. We believe that Character is more important than mere intellectual Knowledge, and a trained Conscience more valuable than mere Education; hence while educating and imparting knowledge to the mind, we earnestly desire and endeavor to form Character and to train Conscience. The supreme question of life is **not intellectual, but spiritual**; is not what a woman **knows**, but what she **is**. We hope to give to the Home, the Church, and the State, truly educated, Christian, womanly women.

Location

The College is located in the city of Greenville, S. C. This city is situated on the slope of the Blue Ridge Mountains, and is justly praised as the "Pearl of the Piedmont." It has a population of about 25,000, and is noted for its healthful and delightful climate. It has all the facilities and conveniences of a modern city—telegraph, telephone, gas, electric light, waterworks, sewerage and electric street railway systems. The electric street car line passes the College, connecting it with the depots and all parts of the city. The sewerage system and waterworks are said to be unsurpassed in the South.

The water is supplied from Paris Mountain, and is pronounced by the Government as among the purest and best of waters. The healthfulness of Greenville is demonstrated by the Government reports. Greenville is on the main trunk line of the Southern Railway from Washington to the Southwest, and is the terminus of the Columbia and Greenville, the Charleston and Western Carolina and the Atlantic Coast Line Railroads. It is, therefore, easy of access from all directions, and may be reached from almost any point in the State within a few hours.

Grounds

The site of the College—McBee Terrace—is in the centre of the city and comprises several acres, ornamented with majestic oaks, shrubbery and grassy lawn. The grounds are attractive and beautiful, commanding a fine view of the city, the river and the mountains. McBee Terrace is 995 feet above sea level.

Buildings

The buildings occupy a commanding eminence in the centre of the city, extending from Main street to Rhett street, 315 feet. They comprise the Administration Building, which contains the President's office, Library, Art Studio and Double Parlors; the Study Hall Building, with adjoining recitation and music rooms; the Dormitory Building, including dining room and other rooms in the Domestic Department, bath rooms with porcelain tubs and hot and cold wa-

ter; the Infirmary Building, with four large rooms furnished with modern sanitary conveniences; the Gymnasium Building, and the Auditorium, which is in shape an octagon, a beautiful room with a seating capacity of twelve hundred, containing pipe organ, opera chairs, etc.

All of these buildings are practically under one roof and connected, so that there is no exposure to weather. They are heated by steam and lighted by gas and electricity, and are commodious, comfortable and attractive.

Administration

The government of the College is that of a Christian home. Every feature is under the direct care of the President and his wife, whose earnest and constant endeavor is to promote the physical, mental and spiritual well-being of the pupils. The discipline is gentle but firm; and every effort is made to govern the girls by putting them on their honor and appealing to their sense of right, propriety and innate pride of true, noble, gentle womanhood. Such a watchfulness over the pupils is maintained as is prompted by affection and a sincere desire for their happiness, development and highest welfare. Honor and truth are inculcated, and only such rules as are needful for the orderly government of a large family are prescribed.

We hope to do for the daughters of others committed to us just what we would wish the

authorities of a College to do for our own daughter whom we might entrust to their care.

Religious

"That our daughters may be as corner stones, polished after the similitude of a palace." Ps. 144:12. "For what shall it profit a man, if he shall gain the whole world and lose his own soul." Mk. 8:36. Prominence is given to religious training and influence because "to glorify God and to enjoy Him forever" is the chief end of man. **Pro tempore et pro aeternitate.** Again, the character of the Church and State is determined by the Home Life of the people and **the women determine largely the Home Life.** The religious influence of the College is regarded by all connected with it as of the first importance. Singing, prayer and reading the Scriptures are a part of each day's exercises, and all the students are required to attend these devotional services.

Boarding pupils are required to attend Sabbath School and Church services every Sabbath.

A Young Women's Christian Association has been organized and does invaluable service in drawing the students together and developing them in Christian work and study. It is under the immediate supervision of the President and his wife, and the lady members of the Faculty belong to it and take a part in its activities. Weekly devotional meetings are held. The Association supports an orphan girl in the Thornwell Orphanage.

While the institution is denominational and the President and his associates are solicitous to bring the pupils under the influence of evangelical religion, yet no narrow sectarianism is disseminated. Several denominations patronize the College, the boarding department having included in the past, Presbyterians, Methodists, Baptists and Episcopalians.

Students are permitted to attend the places of worship of their respective denominations.

Care of Health

Regulations in modern sanitation for the preservation of health are applied in the College. The institution is in the highest sense a school for the body, as well as for the mind and heart.

An arrangement is made by which an attending physician has daily oversight of the health of each pupil. The sick receive the most efficient professional service and the kindest attention.

An infirmary is established, suitably located with reference to the dormitories and furnished with everything needful for the comfort and welfare of the sick. A competent nurse is Intendant of the Infirmary and has charge of all the patients under the direction of the College physician. All pupils who are not well enough to attend to their school duties are required to remain in the Infirmary until they are entirely restored to health.

Parents will be notified promptly of any serious illness of their daughters.

Dress

In dress we endeavor to preserve health, and to encourage economy, neatness and good taste. All boarding pupils, without exception, are required to wear a uniform dress and the Oxford cap.

It is for the best interest of parents, pupils and the College that uniform dress requirements be enforced.

Fall and Spring Uniform.—Oxford cap. No hats. White shirt-waist, either plain or simply trimmed. White skirt of cannon cloth, duck, linen or pique, trimmed with same material. No embroidery. Any preferred pattern. Belt to match.

Winter Uniform.—Oxford cap. No hats. Black serge coat suit. Plain white shirt waist, linen or some thick material. No muslin or lace trimmed shirt waists will be worn during the winter months.

All pupils must wear high shoes, and high necked, long sleeved undervests. No cloak will be required.

Commencement Dress.—Any simple white dress made of muslin or lawn; high neck; long or elbow sleeves; either plain or simply trimmed. No colored ribbons.

The fall and spring uniforms may be made at home. The winter uniform is ordered by the College after the session opens. By placing the order for this uniform in bulk, both the material and the making are obtained at less cost than

could be done at home. No uniform is required for every-day or school use.

Articles to be Furnished by Students

Every boarder in the College must furnish two sheets, two pillow cases (27x18 inches), one pair of blankets, one counterpane, towels, toilet articles, doilies and doily rings.

Every boarder must be provided with a waterproof, an umbrella and overshoes, and with a teaspoon and drinking glass for private use in her own room.

Pupils are allowed to bring any other articles they wish for the comfort and adornment of their rooms.

Regulations

To Parents:

1. Parents or guardians who place their daughters or wards in Chicora College are understood to do so under the conditions defined in this Catalogue.

2. As the success of students in their school duties depends largely upon the full and hearty co-operation of parents with the Faculty, we will expect such co-operation.

3. The regulations of the College are such as have been proven by experience to be for the best interest of the individual student, the student body and the institution; hence, parents cannot give their daughters permission to do what is

prohibited, nor to omit what is required, by the rules of the College.

4. Parents should consult with the President before determining upon a course of study for their daughters. After a course is selected and has been entered upon, no change can be allowed, except for very imperative reasons.

5. Parents cannot overestimate the importance of entering their daughters on the first day of the session and allowing them to remain until the last day.

6. Parents cannot overestimate the importance of their daughters' doing continuous, uninterrupted work during the entire session; therefore, they are urgently advised not to allow them to return home often during the session, and not to ask permission for them to leave the College before the holidays, or vacation, actually begin.

7. Pupils are not allowed to make accounts at the stores, without the written permission of their parents. It is greatly preferred that no bills should be made.

8. Parents should not act upon any matter involving the interest of their daughters and of the College without first conferring freely with the President.

9. Parents are requested:

(1) To mail all communications concerning their daughters directly to the President, and

not send them through the medium of the pupils.

(2) To fully inform the President or Vice-President of the physical condition of their daughters.

(3) To address all telegrams for their daughters to the President.

(4) To address all letters and parcels in care of Chicora College, Greenville ,S. C.

(5) To prepay all express charges.

(6) To mark all baggage plainly with the full name and destination of the owner.

(7) To have dentistry, vaccination and dressmaking, except the winter uniforms, attended to at home.

(8) To furnish the President with the names of persons with whom their daughters may be allowed to correspond, of young men from whom they may receive visits, and of families in the city which they may be permitted to visit.

(9) To notify the President on what train and at what time their daughters will arrive in Greenville, whenever they are coming or returning to the College.

We sincerely hope that parents and guardians will show their appreciation of our great responsibility in the care of so many young women by being considerate and co-operative. You and we equally desire, and together are laboring for, the best and highest welfare of your daughters and wards.

To Pupils:

1. While at home mark plainly in your own name all articles of clothing which are to be laundered.

2. While at home have your dentistry work done and attend to all dressmaking, except the uniforms.

3. Notify the President when you expect to arrive in the city, that you may be met.

4. Assignment of rooms is made in the order of application.

5. We try to arrange for every one to have a congenial room-mate.

6. It is greatly to your advantage to be present at the opening of the session.

7. Money, jewelry and other things are kept in the rooms at the pupil's own risk; so deposit money with the President immediately on your arrival.

8. Card playing, dancing, theater-going and the reading of morally hurtful books are absolutely prohibited; so do not bring cards and hurtful books into the College.

9. Discuss with your parents the course of study you wish to pursue.

10. We try to make your stay with us both pleasant and profitable.

11. We expect every pupil to conduct herself in a lady-like, womanly way and to be an honor and pride to her parents and to the College.

12. Pupils are not allowed to receive visitors on Sunday, or during school and study hours, except relatives and friends who live at a distance, and will remain in the city only a short time.

13. Pupils are not allowed to have an excessive correspondence or to receive visits or attentions from young men, except when permission is given by the parents to the President. Even then the time and frequency of such visits and attentions must be left to the discretion of the President.

14. Pupils are not allowed to spend the night out of the College except with parents.

15. Pupils are under the care of the College after their arrival in the city, hence they are required to observe all the rules and regulations and to go immediately to the College and report to the President.

16. Pupil's Promise: I do hereby solemnly promise, on being matriculated as a pupil in Chicora College, that I will strictly obey all the rules and regulations of the College while I remain a pupil therein.

To Teachers:

All officers and teachers have an implied agreement:

1. To sustain the Board of Trustees and the President in the management and discipline of the College, enforcing all the rules and regulations that are prescribed.

2. To be uniformly prompt and faithful in the discharge of all the duties pertaining to their positions.

3. To be prompt at the daily and other exercises of the College, at classes and at meals.

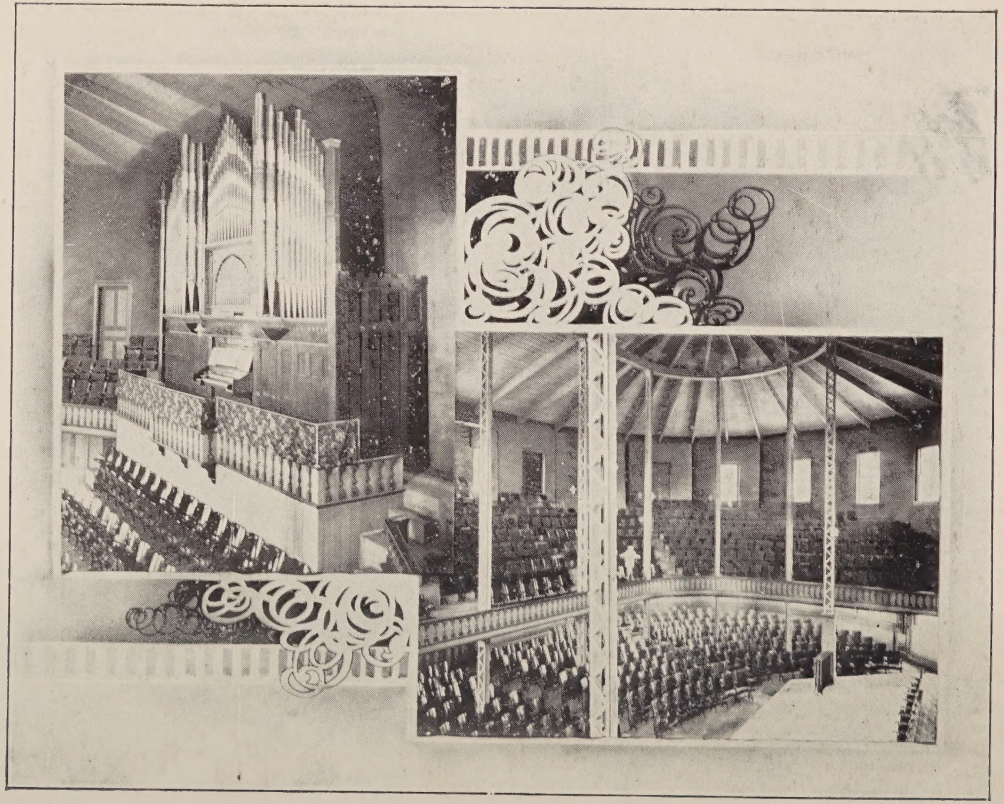
4. To have a thoughtful care over the pupils and to report promptly to the President anything affecting their welfare which requires attention.

5. To keep their recitation rooms neat, attractive and comfortable.

6. To set a good example to the pupils in everything that pertains to their physical, mental and spiritual well-being.

The Faculty

While beautiful grounds, commodious buildings and complete appointments are exceedingly helpful in securing the best results in a College, yet we realize, and readily admit, that these do not make a College, and, indeed, are not even the chief factors in a high-grade College. Therefore, while endeavoring to furnish one of the best equipped and most attractive College plants in the State, we have recognized the imperative necessity, and felt the responsibility, of securing a large, strong and competent Faculty of earnest, faithful and professionally trained men and women of high Christian character and purpose. Hence, the greatest care is exercised in the selection of officers and teachers. The teachers must be members of the Church, exemplary in character and conduct, specialists in their re-



A Glimpse of Pipe Organ and Auditorium.

spective schools, and must have a tender regard and sympathy for the pupils in all their interests.

The Scholastic Year

The Scholastic Year begins on the third Thursday of each September and continues for thirty-six consecutive weeks. The session is divided into two terms of eighteen weeks each.

The First Term of the next session begins September 17, 1908, and closes January 20, 1909.

The Second Term begins January 21, 1909, and closes May 26, 1909.

Holidays

The following regular holidays are given:

Thanksgiving Day.

Two weeks at Christmas.

Washington's Birthday.

Confederate Memorial Day.

Occasionally, as may seem desirable, books are laid aside for a half day, or a day, and the time spent in suitable recreation.

Examinations

Comprehensive examinations form a part of the regular exercises of the College. Partial review examinations, oral or written, are held at the option of the teacher. There are two regular written examinations of all the classes every session, viz:

1. The Intermediate Examination, which is

held at the close of the First Term on all the studies of that term.

2. The Final Examination, which is held at the close of the Second Term on all the studies of that term.

Gradation

Every student is graded on each of her class-room exercises. Special work and optional examinations rank with daily recitations.

Grading is on a scale of 0-100.

No student will be approved for promotion or graduation who does not make a grading of 75.

In determining the standing of students, the average of class-marks for daily recitations, special work and optional examinations is combined with the mark for the term examination on the basis of two-thirds and one-third respectively.

Reports

Quarterly and Term reports on gradation, attendance, diligence, and deportment are sent to parents and guardians. The design of these reports is to give full information of the conduct and progress of the students, and to secure the co-operation of parents and guardians in promoting a faithful discharge of duties on the part of their daughters and wards. It is earnestly requested that parents and guardians read carefully these reports and communicate the contents to their daughters, commending them when the reports are good, and holding them to

a strict account when the reports are not good.

A "Golden Report" is given students making an average grade of 95 on all their studies and deportment.

Entrance Requirements

Applicants for admission into any class in any department of the College must be proficient in those studies, or their equivalent, which are embraced in the class immediately below that which it is desired to enter.

Entrance by Certificate.—Entrance into any class is given on certificate from any accredited Graded School, Preparatory School or College, stating that the applicant is proficient in the studies, or their equivalent, prescribed for the class immediately below the one which it is desired to enter. All who wish to be admitted on certificates should write the President for blank forms.

Entrance by Examination.—Applicants who do not present certificates, as above described, will be required to stand an examination on the studies, or their equivalent, embraced in the class immediately below that which it is desired to enter.

Admission to Regular or Degree Courses

(1). For unconditional admission to the Freshman Class in the courses leading to the degrees of Baccalaureate of Arts, Baccalaureate of Science, or Baccalaureate of Literature, the

applicant must offer twelve units* of preparatory work as follows: English (3), Latin (3), Mathematics (3), History (2), Physiology and Botany, Physics, or an equivalent Science (1).

(2). For unconditional admission to the Freshman Class in the course leading to the degree of Associate of Music, the applicant must offer the entrance requirements in Music, and eight units of preparatory work as follows: English (3), Mathematics (3), and History (2).

(3). Applicants who are deficient in one or more subjects will be conditioned. Those who are thus conditioned will be given ample opportunity for overcoming their deficiencies during the first term of each session and advancing to full membership in the class.

Admission to Irregular or Special Courses

Pupils who do not wish to pursue a course leading to a degree are permitted to take special courses. For admission to a special course the applicant must show by certificate or examination, proficiency in the entrance requirements in those studies which are elected. Special students are required to take a minimum of sixteen recitation periods per week.

The Curriculum

The Curriculum of the College is prescribed

*A unit of preparatory work in a subject means approved work in a high school for five weekly recitation periods of not less than forty minutes each for a school year of thirty-six weeks.

in accordance with the purpose outlined above. It constitutes the substantial features of a broad, liberal education and culture. It is extensive, of high grade and especially adapted to the needs and desires of cultured womanhood.

The Course of Instruction embraces four departments: The Primary, the Grammar School, the High School, and the Collegiate.

Departments

The Primary, Grammar School and High School Departments have been established because we believe in the importance of thorough elementary training through a full and uninterrupted course of preparation for College. Such training, we think, can best be secured by special, individual attention to each child. These departments offer such attention and training under expert and approved teachers, and in accordance with approved methods.

I. Primary Department.

First Year.

1. **Bible.**

2. **English.**—Reproduction of short sentences and stories. Uses of period, interrogation point and capital letters. Uses of nouns and pronouns.

3. **Mathematics.**—Addition, subtraction, multiplication and division of simple numbers. Analysis of simple problems.

4. **Geography.**—Nature study. Points of the compass. Stories of nations. Local geography.

5. **Spelling.**—Word building from phonograms. Dictation of simple sentences.

6. **Reading.**—Ward's Primer. Graded Classics, No.1. Supplementary reading. Stories read to class by teacher.

7. **Writing.**—Words and sentences copied from blackboard.

8. **Music.**—Rote songs. Chart songs.

9. **Physical Culture.**—Calisthenics.

10. **Manual Culture.**—Drawing.

Second Year

1. **Bible.**

2. **English.**—Stories reproduced. Letter writing. Forms of the sentence. Word forms. Marks of punctuation and their uses. Adjectives, adverbs and verbs studied.

3. **Mathematics.**—Addition, subtraction, multiplication and division. Problems involving simple fractions. Making original problems. Wentworth's Elementary Arithmetic.

4. **Geography.**—Forms of land and water. Home geography. Nature study.

5. **Spelling.**—Swinton's Primer. Words selected from reading.

6. **Reading.**—Graded Classics, No. 2. Supplementary reading (selected).

7. **Writing.**—Blackboard copies and independent writing.

8. **Music.**—Chart lessons. Rote songs.

9. **Physical Culture.**—Calisthenics.

10. **Manual Culture.**—Drawing.

Third Year

1. **Bible.**

2. **English.**—Maxwell's First Lessons in English. Oral and written exercises. Reproduction of stories. Dictation exercises. Recitations.

3. **Mathematics.**—Wentworth's Elementary Arithmetic (through compound quantities).

4. **Geography.**—Map drawing of school grounds, town and county. Geographical study of continents, islands, seas, gulfs and bays. Motion of the earth. Seasons, plants and animals. Cornell's First steps.

5. **Spelling.**—Swinton's Word Book (begun).

6. **Reading.**—Graded Classics, No. 3. Stepping Stones to Literature, No. 3. Supplementary Reading.

7. **Writing.**—Vertical Copy Book, No. 2.

8. **Music.**—Natural Music Course (Book 1.)

9. **Physical Culture.**—Calisthenics.

10. **Manual Culture.**—Drawing. Augsburg's Course No. 1.

Fourth Year

1. **Bible.**

2. **English.**—Maxwell's First Lessons in English (completed).

3. **Mathematics.**—Wentworth's Elementary Arithmetic (completed). Drill in rapid calculations. Original problems. Drawing to scale.

4. **Geography.**—Maury's Elementary Geography (taught orally). Maps of the county, South Carolina, United States and North America. Nature study.

5. **Spelling.**—Swinton's Word Book (completed).

6. **Reading.**—Graded Classics, No. 4. Supplementary Reading.

7. **Writing.**—Vertical Copy Book, No. 3.

8. **Music.**—Natural Music Course (Book 1).

9. **Physical Culture.**—Calisthenics. Instruction in Physiology and Hygiene.

10. **Manual Culture.**—Drawing. Augsburg's Course, No.1.

II. Grammar School Department

First Year

1. **Bible.**

2. **English.**—Steps in English: Book One. Compositions. Written recitations in Geography and Grammar (once a week at least).

3. Mathematics.—Wentworth's Practical Arithmetic (through compound quantities). Original problems in mensuration with diagrams. Mental arithmetic.

4. Geography.—Maury's Elementary Geography.

5. Spelling.—English Words as Spoken and Written (No. 2). Definitions of words in reading lesson. Dictation exercises.

6. Reading.—Cyr's Fifth Reader. Stories of the Greeks and Romans.

7. Writing.—Copy Book (No. 4).

8. Music.—Natural Music Book (No. 2). Written exercises.

9. Physical Culture.—Calisthenics. Instruction in Gymnasium by teacher.

10. Manual Training.—Drawing. Augsburg's Course, No. 2.

Second Year

1. Bible.

2. English.—Woodward's Advanced Lessons in English. Composition and analysis of sentences. Study of the structure of the sentence.

3. Mathematics.—Wentworth's Practical Arithmetic (through measurements). Original work, as in previous year.

4. Geography.—Maury's Manual. Written exercises. Carpenter's Europe (read to class by teacher).

5. History.—History of Our Country. Guerber's Stories of the Greeks.

6. Spelling.—English Words as Spoken and Written (No.2), completed and reviewed. Use of diacritical markings and the dictionary.

7. Reading.—Selections.

8. Writing.—Copy Book, No. 5.

9. Music.—Same as first year.

10. Physical Culture.—Training in Gymnasium.

11. Manual Culture.—Same as first year.

Third Year

1. Bible.

2. English.—Steps in English; Book Two. Ancient Mariner and Vision of Sir Launfal (dictated). Lessons on versification and punctuation.

3. Mathematics.—Wentworth's Practical Arithmetic (completed and reviewed).

4. Geography.—Maury's Manual (completed and reviewed).

5. History.—History of Our Country (completed and reviewed.) South Carolina History.

6. Spelling.—Benson and Glenn's Speller and Definer.

7. Reading.—Selections.

8. Writing.—Copy Book, No. 6.

9. Music.—Natural Music Book (No. 2).

10. Physical Culture.—Gymnasium.

11. Manual Culture.—Drawing. Free hand drawing. Designs and patterns. Maps.

III. High School Department

First Year

1. Bible.

2. English.—(a) Grammar: Steps in English, Book Two (completed). (b) Composition and Rhetoric: Stebbins' Progressive Course in English, First Year. (c) Literature: Required for Study: Selections from Coleridge, Macaulay, Lowell, Scott, Dickens, Irving, Lamb, Bacon, Browning, Tennyson, and Palgrave's Golden Treasury. Required for Reading: Descriptive Literature, and Narratives in Prose and Verse, by English and American Authors.

3. Mathematics.—Wentworth's High School Arithmetic. Wentworth's New School Algebra (to fractions).

4. Geography.—Redway and Hinman's Advanced Geography (Political and Physical).

5. History.—Review of United States History (by topics). Coman and Kendall's Short History of England. Current History.

6. Latin.—Bennett's Foundations of Latin. Study of the Declensions and Conjugations. Latin into English. English into Latin.

7. Spelling.—Benson and Glenn's Speller and Definer.

Second Year

1. Bible.

2. English.—(a) Grammar: Review of Inflection, Analysis and Syntax. (b) Composition and Rhetoric: Stebbins' Progressive Course in English, Second Year Book. (c) Literature: Required for Study: Selections from Addison, Bunyan, Franklin, Shakespeare, George Eliot, Goldsmith, Hawthorne, Pope and Palgrave's Golden Treasury. Required for Reading: Descriptive Literature, and Narratives in Prose and Verse, by English and American Authors.

3. Mathematics.—Wentworth's High School Arithmetic (review, with especial care given to mensuration). Wentworth's New School Algebra (to quadratics).

4. Natural Science.—Physical Geography (completed).

5. Latin.—Forms reviewed. Oratio obliqua and subjunctive mode. Prose translation and memorizing. Caesar's Gallic War (Book I.). Bennett's Latin Writer. Bennett's Latin Grammar.

6. Spelling.—Westlake's 3,000 Practice Words (dictated).

Third Year

1. Bible.

2. English.—(a) Grammar: Allen's School Grammar Reviewed. (b) Composition and Rhetoric: Lockwood and Emerson's Composition and Rhetoric. (c) Literature: Required for Study: Selections from Burke, Washington, Webster, Milton, Macaulay, Carlyle, Shakespeare. Required for Reading: Various selections from English and American Authors.

3. Mathematics.—Wentworth's New School Algebra (completed.) Wentworth's Plane and Solid Geometry (Books 1 and 2).

4. Natural Science.—First term: Atkinson's High School Botany; Second Term: Colton's Physiology.

5. History.—Myers' Ancient History. Mythology.

6. Latin.—Caesar's Gallic War (Books 2, 3 and 4). Cicero's Orations I., II. Bennett's Latin Grammar. Bennett's Latin Writer.

7. *Greek.—White's First Lessons in Greek (a thorough study of the forms). Goodwin's Greek Grammar. Xenophon's Anabasis (Books 1 and 2, if possible).

8. Spelling.—Words based on selected reading.

---

*Elective.

Collegiate Department

The Collegiate Department embraces the following courses of study:

A. The College of Liberal Arts and Sciences.
B. The College of Music.
C. The College of Art.
D. The College of Expression.
E. The College of Gymnastics.
F. The College of Business.

A. The College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences is divided into the following distinct schools:

1. The School of Bible. This school includes the English Bible and Christian Evidences.

2. The School of English. This school includes the English Language and Literature.

3. The School of History. This school includes History, Mythology and Economics.

4. The School of Mathematics. This school includes Geometry, Trigonometry, Advanced Algebra and Calculus.

5. The School of Natural Sciences. This school includes Physics, Chemistry, Botany, Zoology, Physiology, Geology, Mineralogy and Astronomy.

6. The School of Philosophy. This school includes Logic, Psychology, Ethics, Pedagogy, Sociology and the History of Philosophy.

7. The School of Ancient Languages. This school includes the Latin and Greek Languages and Literatures.

8. The School of Modern Languages. This school includes the French, German and Italian Languages and Literatures.

Outline of Courses Leading to the B. A. Degree

Freshman Class

		Hours per Week.
Bible		1
English		4
History		3
Mathematics		4
Latin		3
Electives—	French 3, German 3, Greek 3	3
		18

Sophomore Class

Bible		1
English		4
Mathematics		3
Natural Science		4
Latin		3
Electives—	French 3, German 3, Greek 3	3
		18

Junior Class

Bible			2
English			3
Natural Science			4
Philosophy			2
History			3
Electives—	Mathematics	3	2
	Natural Science	2	
	Latin	3	
	French	2	
	German	2	
	Greek	2	
			16

Senior Class

Bible			2
English			3
History			3
Philosophy			4
Electives—	Mathematics	3	3
	Natural Science	3	
	History of Philosophy	2	
	Latin	3	
	French	2	
	German	2	
	Greek	2	
			15

Outline of Courses Leading to the B. S. Degree

Freshman Class

	Hours per Week.
Bible	1
English	4
History	3
Mathematics	4
Natural Science	3
Electives— French 3, German 3	3
	18

Sophomore Class

Bible	1
English	4
Mathematics	3
Natural Science	4
French	3
German	3
	18

Junior Class

Bible	2
English	3
Mathematics	3
Natural Science	4
Philosophy	2
Electives— History 3, Natural Science 2, Latin 3, French 3 or 2, German 3 or 2, Greek 2	2
	16

Senior Class

Bible	2
English	3
History	3
Natural Science	3
Philosophy	4
	15

Outline of Courses Leading to the B. L. Degree

Freshman Class

	Hours per Week.
Bible	1
English	4
History	3
Latin	4
French	3
	15

Sophomore Class

Bible	1
English	4
History	3
Latin	3
French	3
German	3
	17

Junior Class

Bible	2
English	3
History	3
Philosophy	2
French	2
German	3
	15

Senior Class

Bible	2
English	3
History	3
Philosophy	4
German	2
	14

Outline of Courses Leading to the A. Mus. Degree

Freshman Class

Bible	1
English	4
History	3
Italian (required with Voice)	1
Piano, Organ, Violin or Voice	7
Notation and Elementary Harmony	1
	17

Sophomore Class

Bible	1
English	4
French or German	3
Piano, Organ, Violin or Voice	7
Harmony and Theory	1
	16

Junior Class

Bible	2
French or German	3
Piano, Organ, Violin or Voice	13
Harmony and Counterpoint	1
	19

Senior Class

Bible	2
Philosophy	4
Piano, Organ, Violin or Voice	13
Harmony, Analysis and Composition	1
History of Music	1
	21

Courses for the Degree of M. A.

The Degree of M. A. will be conferred upon any B. A. graduate of this College or any other of equal grade, who pursues one year of resident study and satisfactorily completes the course prescribed by the Faculty, which must embrace one major and two minor subjects chosen from at least two schools.

Description of Courses

1. The School of Bible

This school is required of all pupils. The course embraces the whole Bible and Christian Evidences. Text-books are used, but special emphasis is placed upon the study of the Bible itself. The course is supplemented by lectures, maps, charts and other helps.

Freshman Year

The Old Testament.—The history of redemption is the basis; the story of the Jews, together with contemporaneous events, ancient customs, laws, government and the geography of Palestine; grouping and placing of the prophets, with lectures bearing on the purpose and contents of each book.

Sophomore Year

The Life of Christ.—Study of the time intervening between the Old and New Testaments; harmony of the gospels; memorizing the main events of the life of Christ in their chronological order; Christ the fulfillment of Old Testament prophecy.

Junior Year.

The Apostolic Church.—The Acts of the Apostles; the origin, purpose and contents of the epistles; the Revelation.

Senior Year

Christian Evidences.—Alexander's Evidences of Christianity; missions; Bible studies.

---

2. The School of English

The following course is intended to give facility of expression in the English tongue and a knowledge of the origin and development of, and a love for, the English language and literature.

Freshman Year

1. Grammar—A brief review of advanced Grammar and grammatical analysis.

2. Composition and Rhetoric.—Elements of prose style; description and narration. Special study of the sentence and paragraph structure. Frequent themes. Individual criticism and interviews.

Text-book.—Gardiner, Kittredge and Arnold's Manual of Composition and Rhetoric. Part I.

3. American Literature.

Text-books.—Pancoast's American Literature; Weber's Southern Poets.

Required Reading.—Readings from works of American authors studied in text. Selections from English writers of the same periods.

Sophomore Year

1. Advanced Rhetoric and Composition.—Studies in prose style. General review of literary types—Narration, Description, Exposition and Argumentation. Frequent theme writing and drawing of briefs.

Text-book.—Gardiner, Kittredge and Arnold's Manual of Composition and Rhetoric. Part II.

2. Literature.—History of English Literature from its beginning to the 19th Century.

Required reading.—In Essay, Poetry and Novel of the periods studied. Several novels of the 19th Century.

Text books.—Manly's English Poetry. Pancoast's Introduction to English Literature.

Junior Year

1. Old English.—The elements of Old English Grammar and translation into Modern English from Old and Middle English selections.

Text book.—Sweet's Anglo-Saxon Primer.

2. Literature.—The study of the year centers around Shakespeare. Four plays, best representing his work at different periods, are studied. Special emphasis upon dramatic technique. Careful reading of plays belonging to periods studied. Those plays are chosen which best illustrate Shakespeare's power as a dramatic artist and which show his place in Elizabethan literature.

Text books.—Arden edition of Shakespeare plays studied; Simonds' English Literature.

Senior Year

Representative poets, essayists, and novelists of the Nineteenth Century are studied.

Formal essays on assigned subjects. Parallel readings. Reports on parallel readings. Analyses of poems, essays and novels studied.

Text-books.—Simonds' English Literature used as a basis of work. Special editions of authors studied.

---

3. School of History

In the work of this department effort is made not only to train the memory, but to develop the power of reasoning, to give experience in using materials, and to set before the student's

mind a high standard of character.

For every course collateral reading is required and written papers and special reports are frequently assigned.

Freshman Year

Medieval and Modern History.—The aim of this course is to give a general outline of the development of Europe from the fall of the Roman Empire until the present time. The subjects especially studied are the barbarian invasions, the revival of the Empire, the growth of the papacy, the struggle between the Empire and the Church, the institutions of the Middle Ages, the Renaissance, the Reformation, the religious wars, the French Revolution. The course requires as a prerequisite some course in Ancient History.

Text book.—Robinson's History of Western Europe.

Books of Reference.—Robinson's Readings in European History; Adams' Civilization in the Middle Ages; Periods of European History; Translations and Reprints from Original Sources.

Sophomore Year

English History.—This course begins with the early history of Britain and traces the development of the country through the Norman Conquest, the struggle for constitutional rights, the Renaissance, the Reformation, the American Revolution, the rise of party government, the industrial revolution, and the political reforms of the modern British Empire.

Text books.—Coman & Kendall's History of England; Kendall's Source Book of English History.

Books of Reference.—Green's Short History of the English People; Gardiner's History of England; Stubb's Constitutional History of England.

Junior Year

American History.—This course presents to the student the leading facts of the history of the United States from coloni-

zation to the present time. The period of discovery and exploration will be briefly considered; the Colonial period, special stress being placed upon the causes and events leading to the independence of the colonies; problems of the Civil War and reconstruction period will be given particular attention.

Text books.—Thwaite's The Colonies; Hart's Formation of the Union; Wilson's Division and Reunion.

Books of Reference.—Channing's Student's History of the United States; Fiske's Histories; McLaughlin's History of the American Nation; American History Series.

Senior Year

Civil Government.—This course seeks to give to students some insight into the structure and working of government in the United States. The National and State Constitutions will be examined and compared, and the most important problems of the National, State and Municipal Governments will be considered. Reference work will be required, and students are urged to observe for themselves the operations of government and are expected to keep up with current political questions.

Text book.—Bryce's American Commonwealth.

Books of Reference.—Fiske's Histories; American Statesmen Series; Wilson's State.

Political Economy.—This course is intended to give students a thorough acquaintance with the general economic laws which govern production, distribution, and exchange of wealth. Such topics as the following are taken up: trusts and monopolies; the labor movement; the determination of profits; wages, rents, etc.

Text book.—Walker's Political Economy.

Books of Reference.—Works of Gide, Bullock, Smith, Mill, and others.

4. School of Mathematics

No department is more important than this for the development of accurate thinking and reasoning. The course, as arranged, is what experience has shown that all girls may comfortably accomplish. The temptation to most young women is great to neglect the study of mathematics; but nowhere is the evidence of such neglect sooner manifested, or the penalty for it swifter, than in this exact science. It is urged that the more earnest attention be given this school in proportion as natural aptitude is wanting.

The following course is designed to make students familiar with those principles that bear directly upon practical questions, and to develop the ability to grasp and prove new truths.

Candidates for admission to this school must have a thorough knowledge of Algebra and of two books of Plane Geometry.

The courses are as follows:

Freshman Year

1. **Plane Geometry.**—Books III. to V. inclusive.
2. **Solid Geometry.**

In order to promote self-dependence and to more thoroughly develop logical reasoning, original demonstrations are required, those in the text-book being supplemented by those from various authors.

Text-book.—Wentworth's Plane and Solid Geometry.

Sophomore Year

1. **Trigonometry.**—Much time is given to the discussion of the properties of spherical right angles and of spherical ob-

lique triangles, and the solving of problems relating to the celestial sphere.

Text-book.—Wentworth's Plane and Spherical Trigonometry.

2. Advanced Algebra.—A rapid review of the principles of Algebra preceding Quadratic Equations will be followed by a thorough study of Quadratic Equations. The Binomial Theorem, Choice, Chance, Series, Determinants and the General Properties of Equations.

Text-book.—Wentworth's College Algebra.

Junior Year

Analytical Geometry.—Much time will be given to the more important of the higher plane curves and Solid Analytical Geometry and a thorough knowledge of co-ordinates, ellipses and hyperbola will be insisted upon.

Senior Year

Text-book.—Wentworth's Analytical Geometry.

Differential and Integral Calculus.—This is one of the most useful branches of Mathematics. Calculus investigates qualities whose values are constantly changing, and considering the fact that nature, in its aspects, constantly varies, the importance of a mathematical method of dealing with variables is evident. During this year lectures upon the History of Mathematics will be given.

Text-book.—Osborne's Calculus.

---

5. The School of Natural Sciences

The object of this school is to give an acquaintance with physical phenomena and their causes, and to stimulate and develop the powers of observation and logical deduction. Throughout the course the text-books are supplemented by lectures and simple experiments.

Freshman Year

General Biology.—This course includes a study of both animal and vegetable morphology and physiology. The lower forms of life such as the amoeba, moulds and yeast are studied under the microscope; a number of the higher forms such as the grasshopper, cray-fish and toad are dissected. The latter part of the session is devoted to the study of flowering plants. After studying the various parts of the plant the student is required to collect and classify a number of the plants native to this section.

Text-books.—Colton's Zoology, Atkinson's Botany. Parker's Biology.

Sophomore Year

General Chemistry.—This course includes a study of the history, properties and preparation of the most important compounds of the metals and non-metals. During the latter part of the course the first principles of Qualitative Analysis and Organic Chemistry are studied. Each student is required to keep a careful record of all experiments in the Laboratory. Lectures, recitations and laboratory work.

Text-book.—Remsen's Chemistry.

References.—Meyer's History of Chemistry. Smith's General Inorganic Chemistry. Remsen's Inorganic Chemistry. Mendeleeff's Principles of Chemistry.

Junior Year

Physics.—Air, Liquids, and Heat, and Dynamics are studied in the first half of the year: Electricity, Magnetism, Light and Sound in the second half. It is the aim of this course to make the student acquainted with the principal laws of different divisions of the subject; to teach her to observe closely and accurately and seek an explanation of that which she has observed. Instruction is given by lectures, recitations and laboratory practice. The student is required to perform and keep careful notes of such experiments as are provided for in the Laboratory.

Text-book.—Millikan and Gale's Course in Physics. Laboratory Manual to be selected.

Senior Year

1. Descriptive Astronomy.—The purpose of this course is to give a general knowledge of the phenomena of the sky and the heavenly bodies. Collateral reading is required.

Text-book.—Young's Lessons in Astronomy.

2. General Geology.—Dynamic, Structural and Historical Geology. This includes a study of weathering, lakes, rivers, glaciers, rocks, mountain formation and earthquakes.

Text book.—Le Conte's Geology.

Reference.—Geikie's Text-book of Geology.

3. Mineralogy.—In this course attention is paid to crystallography and especially to the physical properties of minerals.

Reference.—Dana's Text-book of Mineralogy.

4. Organic Chemistry.—For students who have taken the couse in General Chemistry. Lectures and Laboratory practice.

Text-book.—Remsen's Organic Chemistry.

Reference.—Orndorff's Manual of Organic Chemistry.

---

6. The School of Philosophy

This school includes Logic, Psychology, Ethics, Pedagogy, Sociology and the History of Philosophy.

1. Logic, Deductive and Inductive.—The different forms of syllogism, laws of correct reasoning and common fallacies are treated and copious exercises are given.

Text-book.—Jevons-Hill's Logic.

2. Psychology.—This science inquires about objects other than physical or sensible. It regards the ultimate grounds of being—the philosophy of soul or mind as distinguished from matter. The course embraces a study of the nervous system—its structure, functions and modes of reaction—and a compre-

hensive survey of the concomitant mental phenomena. The course should be, and is, practical.

Text-book.—James' Psychology.

Senior Year

1. Ethics, Theoretical and Practical.—The nature of the moral agent and of virtue is studied. Various ancient and modern theories are considered. The true system of moral philosophy is shown to be comprehended in the Scriptures.

Text-book.—Dabney's Practical Philosophy.

2. History of Philosophy.—The various philosophic systems are reviewed and the special contribution of each to modern thought is estimated.

Text-book.—Weber's History of Philosophy.

3. Pedagogy.—The purpose of this course is to enable young women to equip themselves for successful teaching. It embraces a study of the principles which underlie mental and moral actions; the laws which govern mental and moral growth; the connection between those laws and development; the methods of bringing those powers into proper and useful activity; and the vital importance of the teaching profession.

Text-books.—James' Talks on Pedagogy, and others to be selected.

4. Sociology.—This course is designed to acquaint the pupils with the general principles of Sociology. Some of the subjects considered are organized charities, reforms, causes of degeneracy, treatment of dependents, and sociological conditions and problems. This is a practical study for young women, many of whom will soon be administering charitable organizations for social relief and betterment.

Text-book.—Wright's Practical Sociology.

7. The School of Ancient Languages

This school embraces the Latin and Greek languages and literatures. The ends sought are a thorough knowledge of inflected forms and rules of syntax; a good vocabulary for fluent reading; a correct translation of the languages into clear, idiomatic English, and of English into the languages, and an intelligent appreciation of the literature. Copious selections are read as rapidly as is consistent with thoroughness. Reading at sight is required. In Latin, the Roman method of pronunciation is employed.

Latin

Freshman Year

Virgil's Aeneid.—Special attention is given to syntax, versification and mythology, and emphasis is laid upon elegance of translation and an appreciation of Virgil's literary style.

Cicero's De Senectute and De Amicitia. One or both of these essays is read and analyzed, with careful consideration of the syntax of Cicero and the literary value of his work.

Prose Composition.—Written exercises affording a general review of Latin Syntax, with special and concentrated drill on the various case relations.

Sophomore Year

Horace's Odes.—This course includes translation, commentary on details of each ode, syntactical, historical, mythological, etc., thought-analysis and literary criticism.

Livy.—Book XXI is read, with accompanying studies in syntax and style.

Prose Composition.—Writing of exercises giving a systematic treatment of the Latin subjunctive, with special attention to conditional sentences and indirect discourse.

Junior Year

Terence's Phormio.—Plautus's Captivi.—The translation and interpretation of these plays is accompanied by a study of the origin and development of the Roman comedy, and careful attention is given to early Latin forms, vocabulary and syntax.

Catullus.—Selections from his poems are read, and a study made of his poetry as an exponent of his life.

Prose Composition.—Writing of passages of continuous Latin, based on carefully selected models, and involving the most important syntactical principles and idiomatic peculiarities of the language.

Senior Year

Tacitus's Germania or Agricola.—One of these works is carefully read, with special regard to the style of Tacitus and his place as a historian.

Horace's Satires and Epistles.—Selected satires and epistles are read and analyzed and an effort is made to have the student see something of the world on which the poet looked, and how he looked on that world; what his message to society was, and how he succeeded in delivering it.

Prose Composition.—The work is adapted, as far as possible, to the requirements of the individual student, and special attention is given to any subject in which she may feel deficient.

Greek

Freshman Year

Grammar; inflexion and word-formation; Greek-English and English-Greek exercises; vocabulary; reading from Xenophon's Anabasis and Lysias.

Sophomore Year

Grammar; vocabulary, Greek-English and English-Greek exercises; variations in form and syntax; Epic poetry and the meter of the Homeric hexameter; Greek mythology; reading from Homer and Herodotus.

Junior Year

Grammar; vocabulary; study of form and style of authors; lyric and dramatic poetry; prose composition; literaturs; reading from Demosthenes, Plato and Euripides.

Senior Year

Grammar; original exercises; literary and rhetorical criticism; reading at sight; reading from Aeschylus, Thucydides, Sophocles and Pindar.

---

8. The School of Modern Languages

The languages studied in this school are French, German and Italian. The instruction includes both language and literature, and aims to give the student facility in writing and speaking, ability to translate easily, a knowledge of the people, customs and institutions; in short, to secure accurate discipline and liberal culture.

French

First Year

Fraser & Squair's Grammar will be used; Super's Preparatory French Reader; Methode Berlitz, premier livre; frequent written exercises; careful practice in pronunciation and conversation; sight reading; dictation.

Second Year

Fraser and Squair's French Grammar; La Fontaine's Livre de Lecture et de Conversation; readings from some of the following texts: Halevy's l'Abbe Constantin; Sand's Le Mare au Diable; Feuillet's Le Roman d'un Jeune Homme Pauvre; Merimee's Colomba; Daudet's Le Belle Nivernaise; conversation; dictation.

Section of Dining-Room and Art-Room.

Third Year

Rostand's Cyrano de Bergerac; Loti; Pecheur d'Islande; Moliere's L'Avare; Racine, Esther; Corneille, Horace; Fortier, Sept Grands Auteurs du XIX. Siecle. Advanced Grammar work continued.

Fourth Year

Racine, Aundromaque, Athalie; Corneille, Le Cid; Polyeucote; Moliere, Les Femmes Savantes; Le Medecin Malgre lui; Histoire de la litterature francaise.

German

First Year

Thomas's Grammar; Stern's Geschichten vom Rhein; Berlitz-Methode, Erstes Buch; careful drill in pronunciation and conversation; translation at sight and hearing.

Second Year

Thomas's Grammar; Storm's Immensee; Hillern's Hoher als die Kirche; Heyse's L'Arrabbiata; Keller's Bilder aus der Deutschen Litteratur; sight reading; dictation.

Third Year

Grammar reviewed; composition; Schiller's Wilhelm Tell; Lessing's Minna von Barnhelm; Goethe's Meisterwerke; Geschichte der Deutschen Litteratur; Hermann und Dorothea.

Fourth Year

Goethe, Iphigenie, Faust; Lessing, Emilia Galotte; Schiller, Jungfrau von Orleans; Goethe Poems (Harris), Scherer; Geschichte der deutschen Litteratur.

Italian

First Year

Grandgent's Grammar; Bowen's Italian Reader. Selections from modern authors.

Second Year

This course is arranged to suit the needs and wishes of the individual class.

B. The College of Music.

The work of each student will be planned to develop in him an intelligent conception of the great masters in all styles and schools of music and at the same time enable him to gain that variety of touch and skill necessary to their artistic performance.

The length of time required for the completion of the course cannot be exactly determined, but depends upon the **talent** of the pupil and upon the **amount** and **kind of study** done.

No strict course will be adhered to but the needs of the individual student considered. The following course is indicative only of the standards maintained, and while it is not a complete list of technical works used, it also is not to be understood that any one pupil must study all of the works mentioned, only such as are necessary to correctly and thoroughly advance the technical and appreciative development.

The following are used as reference books in the various courses:

Bree, Groundwork of the Leschetizsky Method.
Prentner, Principles of the Leschetizsky Method.
Caland, Artistic Piano Playing after Deppe.
Matheson, The Act of Touch.
Kullak, The Aesthetics of Piano Playing.

Piano

Elementary

Elementary.—The piano method of I. Philipp, Lambert, Wagner or Beyer, according to age and need of pupil. Be-

ginning of scale work. Whiting's Music writing book. Belcher's Music spelling book.

Course A.—Murray's Music writing book. Selected technical exercises for development and control of the hand and proper wrist motion. Gurlitt Op. 38, Lichner, LeCouppey.

Easy duets. Major scale and writing of the major scale.

Course B.—Major and minor scales. Arpeggios, and chord exercises. Bertini Op. 20, Oesterle-Concone Studies. Bach's Little Preludes, Sonatas of Mozart, Kuhlau, and Dussek. Pieces of Gurlitt, Reinecke, Lichner, Schumann. Notation and writing of scales.

Course C.—Scales in more elaborate forms and varied rythms. Arpeggios of the triad, dominant sevenths and ninths in the several inversions. Oesterle-Heller studies. Fred. A. Williams' Op. 43. Beginning Hanon's Virtuoso-Pianist. Chopin Waltzes. Bach Inventions in two voices. Haydn and Mozart sonatas. Development of legato. Anthology of Czerny studies.

Course D.—Oesterle's Anthology of Czerny studies. Cramer, Jensen etudes. Bach Inventions in three voices. Field and Chopin Nocturnes. Beethoven Sonatas of the "first period." Pieces by Schubert, Chopin, Raff, Henselt, Chaminade, Godard, Brahms, Schumann, ensemble playing.

Course E.—Oesterle's Anthology of Czerny studies. I. Philipp's Independence studies. Clementi's Gradus ad Parnassum, Chopin Studies Op. 10 and 25, Kullak's Octave Studies, Bach Suites and transcriptions from Bach's string quartettes, etc. More difficult Sonatas of the "first period" of Beethoven. Carefully selected pieces. Liszt transcriptions and original compositions. Concertos of Mozart or Mendelssohn.

Course F.—(Senior)—Raff Etudes, Tausig's Daily Studies, Philipp's Etudes Practique, Bach's Preludes and Fugues, parts of Joseffy's Advanced School of Piano Playing, Beethoven's Sonatas of "second period," Sonatas of MacDowell, Larger

Compositions of Chopin, Schubert, Schumann, Liszt, Brahms, Moszkowski and MacDowell, Debussy, Ravel, Alkan, Albeniz and neo-Russian composers. Concertos of Mendelssohn, Beethoven, Rubinstein, MacDowell, Saint-Saens, Grieg, or other masters at the discretion of the director.

First Year, Post Graduate

Joseffy's Advanced School of Piano Playing; Liszt's Etudes Transcendentes; Philipp's Etudes Journalieres; Philipp's School of Octave Playing; Liszt's "Harmonies Poetic and Religious;" Sonnets after Petrarch; Schumann Etudes Symphoniques; Chopin Fantasies; Beethoven's Sonatas of "third period;" Sonatas of MacDowell, Brahms, Chopin, and modern writers. Concertos of Beethoven, Tschaikowsky, Liszt, Brahms, Chopin and modern masters. Arrangements of Liszt and Bach by Busoni, of Chopin, and the pre-Classicists by Godowsky. A judicious selection of ultra-modern novelties from such writers as Ravel, Albinez, Reger, Scriabine, Elgar, Coleridge-Taylor, etc.

Voice Culture

Course A.—Lessons in breathing and tone emission. Beginning of the study of Messa di Voce. Sight reading. Root's Introductory Lessons in Voice Culture, Easy Vocalises by Behnke & Pearce, Concone, Josef Smith's "Voice and Song."

Course B.—Intervals without Portamento. Roulades in slow movement. Slow Major and Minor scales and trills. Solfeggios and exercises from Concone, Panofka, Bordogni, Lamperti, and others. Early development of strictly classic taste. Mendelssohn, Schubert, etc .

Course C.—Vocal gymnastics for tone production and development, clearness of attack, enunciation, Italian pronunciation, vocal physiology, songs and arias of moderate difficulty; interpretation.

Course D.—Arpeggios. Roulades (Legato and Staccato); chromatic scales, turns and trills in rapid movement. Difficult

studies of Marchesi, Lamperti, Delle Sedie, and others. Sacred music. English, German, French and Italian songs.

Course E.—Study of all scales and embellishments with increased rapidity of execution. Phrasing, interpretation and analysis. Coloratura and bravura. Oratorio and opera. Folk-Songs of all Nations.

Course F.—Continuation of the study of classic writers. Operas of the various schools. Anthology of Italian song. Repertoire. Mise-en-scene.

Reference books used throughout the course:

1. Wheeler, Vocal Physiology.
2. Shakespeare, Art of Singing, (3 vols.).
3. Lamperti, Art of Singing.
4. Lamperti, Technics of Bel Canto.
5. Delle Sedie, Complete Method of Singing.
6. Brown & Behnke, Voice, Song and Speech.
7. Curtis, The Speaking Voice.
8. Garcia, Hints on Singing.
9. Walshe, Dramatic Singing.
10. Marchesi, Vademecum.
11. Lussy, Musical Expression.
12. Helmore, Italian Registers.
13. Wolfender, On Respiration.
14. Gray, Anatomy.

Pipe Organ

Organ should be begun after about three grades of piano course are completed.

It is especially recommended that the work should begin with Lemmen's Ecole d'Orgue, though the following may be used when considered advisable:

Stainer's Organ Primer, Ritter's Organ School, Rink's Organ School, Best's Art of Organ Playing.

In connection with these and following them may be taken Sonatas of Rheinberger and Ritter, through the more difficult works of Smart, Hesse, Mendelssohn, Schumann, etc., to the

larger works of the modern school represented by Guilmant, Saint-Saens, Widor, Cappoci, etc. Candidates for graduation should be able to play the Fugues of Bach, the Sonatas of Mendelssohn and Merkel and the difficult concert pieces of Guilmant, and works of equal difficulty. They must also finish all the theoretical work required of piano graduates.

In connection with the regular work in the organ course will be pursued a careful study of F. Matthew's Manual of the Organ.

Violin

The graduate course in this department covers six courses under the same general conditions as outlined in the other departments of musical study. Students will have the advantage of modern and approved methods of violin playing, and will be advanced in accordance with their ability and aptitude for the instrument.

Course A.—Schools of Dancla and Hoffman. Etudes of Wohlfahrt. Pleyel's Duetts. Yugend Album of Sitt, Op. 79. Yugend Album of Hille, Op. 53.

Course B.—First Book of Sitt. First Book of Kayser. Second book of Wohlfahrt. Sitt Scales. Mazas Studies. Pieces of Richard Hoffman. Fantasie of Hans Sitt, Op. 66. Small pieces of Adolf Weidig and Dancla.

Course C.—Second Book of Kayser. Mazas' scales and bowing exercises. De Beriot. Solo pieces of Alard, Dancla, Sitt.

Course D.—Scales and bowing exercises. Third Book of Kayser. Arpeggios. Studies of Kreutzer. Double Stops of Sitt. Trill Studies of Sevcik. Double Stops of Sevcik. Concertinos of Sitt, Accolay, Ernst, David.

Course E.—Etudes of Fiorillo, Sevcik. Rode Caprices. Sonatas and Concertos of all the masters.

Course F.—Rode Caprices continued. Gavinies' Studies. Sonatas and Concertos of all the masters.

Course in Quartette Playing.—This course is given free to all pupils.

Theoretical Courses

Every student pursuing any branch of musical study in the School will be required to begin theoretical courses and continue during the period of study here.

The Theoretical Course embraces an elementary course in Harmonic Exercises and Notation, a more advanced course in Harmony, Counterpoint, Analysis, Composition, Fugue and Instrumentation, and a comprehensive course in the History of Music.

Course A.—Parallel with instrumental courses C, and with the vocal courses A and B.

1. **Notation**—(a)—Pitch.
   (b)—Duration.
   (c)—Dynamics.

2. **Harmony.**—Intervals, chords, chord-figuration, inversions, dominant sevenths and inversions. Harmonization of soprano melodies and harmonization of the scales.

Reference books: Harmonic Exercises, Bussler.
Notation and Harmony, Gow.
Intervals and Ear-training, Cutter.

Course B.—Parallel with the instrumental Courses D, and with the Vocal Courses C and D.

1. **Harmony.**—Dominant ninths, secondary triads, secondary sevenths, irregular resolutions, altered chords, foreign tones, suspensions, key-board work.

2. **Theory.**—A supplementary course of lectures covering about the same work as Elson's Theory.

Reference books: Elementary Harmony, Bussler.
Theory, Elson.

Course C.—Parallel with the Instrumental and Vocal Courses E.

1. Harmony—Modulation by means of triads, diminished sevenths, and chromatic chords. Harmonization of melodies at key-board and transposition, chromatic sevenths, double and triple suspensions.

2. Counterpoint—Two and three-part counterpoint.

Reference books: Harmony, Part II, Bussler.
Manual of Counterpoint, Jadassohn.

Course D.—Parallel with the Instrumental and Vocal Courses F.

1. Harmony—Five and six part harmony.

2. Counterpoint—A continuation of previous courses.

3. Composition—(a) Melody writing.

(b) The Phrase, a study of the harmonic basis and equipment of melody phrases. Period form. Double period. Part forms. Song forms. The trio.

4. Analysis.—(a) Harmonic analysis of selected works from the masters.

(b) Formal analysis of selected works from the masters.

Reference books: Materials of Musical Composition, Goetschius.
Analysis of Music, Goodrich.
Musical Form, Bussler.
Counterpoint, York and Jadassohn.

5.—History of Music.—Text: Balzell's History of Music.

Parallel readings from:
Naumann's History of Music.
Pratt's History of Music.
Hawkins' History of Music.
Weitzmann's History of Piano Playing and modern essayists.

Course E—Parallel with the Instrumental and Vocal Post-Graduate Courses.

1. Harmony—Seven and eight parts.

2. Counterpoint—Applied counterpoint in all species.

3. Canon and Fugue—Text, Haupt's Fugue.

4. Instrumentation—(not required)—A thorough study of the range and character of all modern orchestral instruments and an examination of master scores. Text, Instrumentation by Berlioz.

5. History of Music—Shall consist of research work and extensive readings. A thesis to be prepared.

Requirements for Graduation

Piano.—(a). The completion of the indicated courses and the ability to play in an artistic and intelligent manner. (b) The completion of the indicated theoretical courses. (c) The pupil to give a public recital in a satisfactory manner.

Organ, Violin or Voice.—(a) The completion of the indicated courses, and of Course D in piano. (b) The completion of the indicated Theoretical courses. (c) The pupil to give a public recital in a satisfactory manner.

Choral Singing

This course is given free to all the pupils of the College who wish to take it, and it is required of every music student. The advantages of choral and sight singing are great and we would be pleased to have parents urge their daughters to join this class. Many works of interest are prepared and given public performance.

C. The College of Art

The College offers to the student a four years' course. Beginning with the elementary forms of geometrical solids, the pupil is advanced to the life class as rapidly as the character of her work will admit. Perspective is taught by blackboard demonstration and its principles are illustrated by out-of-door sketching and by interior studies. Finished work will be under the control of the instructor until the end of the academic year, when it will be exhibited.

The successful completion of the four classes prescribed entitles the pupil to a diploma.

Class I.—Drawing from geometrical solids. Blocked heads, hands and feet. Still life. History of Art.

Class II.—Drawing from casts. Painting from still life. Out-of-door sketching. History of Art.

Class III.—Painting in oil, water color, or pastel from still life. Life model in charcoal. History of Art.

Class IV.—Life model in oil, water color, or pastel. History of Art.

For those pupils desiring them, there are special departments in Pyrography and China Painting. The College provides a kiln for firing.

Photography

This is a practical age for both men and women, and an essential requirement is practical knowledge. Such knowledge has a commercial value and is marketable. It is always in demand. Photography is an accomplishment, but it is an

accomplishment that commands good pay and is a neat avocation for women which they find pleasant and profitable. Their natural delicacy of touch is scarcely more valuable anywhere, and peculiarly fits them for this profession.

First Year.—Plain lighting, posing, developing and retouching the negative. Complete course in amateur Kodak work.

Second Year.—Shadow lighting, printing, toning, finishing, mounting and developing papers. Artistic retouching, modeling and etching.

Third Year.—Carbons, flashlights, enlarging and reducing. Copying. Review.

D. The College of Elocution

1. The School of Reading

When pupils return to their homes they are expected to join book clubs and church and social societies and to take part in conducting them. Every one, therefore, should know how to read well. For this reason we have introduced a special course in reading.

First Year.—Required in the Freshman Class. Poise, Breathing, Exercises, Voice Placing, Phrasing, Enunciation, Articulation, Pronunciation, Vocal Exercises for strengthening the voice, Emphasis, Inflection, Vocal Interpretation.

Second Year.—Required in the Sophomore Class. Breathing Exercises, Pitch Movement, Volume, Minor Inflections, Rythm, Elements of Phonics, Vocal Formation, Selections for Practice, Memory Selections.

2. The School of Expression

The purpose of this department is to give thorough training in the technic and art of natural expression; to develop the possibilities and remove hindrances of students—to make natural readers—to encourage a love and appreciation of good literature through vocal interpretation—to prepare students for effective work as readers and teachers of expression and literature.

Students' recitals will be given monthly to stimulate the pupils and give ease and confidence of manner before an audience.

The course of work includes four years, on a satisfactory completion of which a diploma in Expression will be given. We also have a special normal course for those desiring work as teachers, also a post-graduate course is given.

First Year.—1. Physical Training. Poise. Relaxing and Energizing exercises. Breathing exercises. Fundamentals of Bodily Expression. Voice Placing. Tone Production. Volume range and agility.

2. Reading, Phrasing, Emphasis, Inflection, Enunciation and Elements of Phonics. Applied Gesture in Simple Recitation.

Second Year.—1. Harmonic Gymnastics up to the spiral forms in Gesture. Grammar of Pantomime. Elements of Oratorical Action,—Principle of Form—Vocal Formation.

2. Studies in Melody and Inflection—Minor Inflection. Tone Color. Simple Pantomimes. Study and delivery of selections. Aiming at naturalness and grace.

Third Year.—Aesthetic Gymnastics. Exposition of the Delsarte System. Oratorical Action. The Psychology of Expression. Tone Color. Studies in Emotional Tone. Oratorical. Humorous and Dramatic forms of Characterization. Analysis of Vocal and Pantomimic Expression. Study of Shakespeare and other Dramatic authors.

Fourth Year.—Aesthetic Gymnastics, Drills. Statue Posing. Original Pantomimes. Advanced Technic for range and flexibility. Vowel Melody. Dramatic and Emotional Studies and abridgements of classic novels. Comedy. Modern Drama.

Text-books.—"Elocution and Action," "Steps to Oratory," by Southwick, and Philosophy of Expression by Brown.

E. The College of Gymnastics

The Swedish system of Gymnastics combined with the Delsarte Method is used.

The aim primarily is health and recreation—but Physical Training is not only toward health but toward skill and grace as well—hence it assists in the education of attention, for correct repression, impression and expression. The movements are educational, military, and aesthetic, and are designed to encourage nature in her normal activity and also to prevent and overcome tendencies to abnormal development. The work is progressive, going from the simple to the complex. It leads to aesthetic work, yet simple enough to teach to the smallest child in the schoolroom. It includes correct standing, walking, Harmonic poising, marching, running. Free Hand Exercises—the use of Dumb Bells and Indian Clubs, and all apparatus found in a well equipped Gymnasium—Fencing and Drills —Out Door Games—such as Tennis and Basket Ball.

The classes will be arranged as the needs of the pupils require, at the discretion of the director.

There will be a normal course for those who wish to specialize in this department and prepare for teaching.

Each student must have Gymnasium suits and shoes. Costume used will be divided skirts and blouse waists, black.

The College has a well equipped Gymnasium.

F. The College of Business

The demand for expert stenographers, amanuenses, office assistants, book-keepers and reporters, renders this field inviting to young people as a source of future income. Were there no such demand, every girl should be skilled in all the ordinary commercial practices. The knowledge of how to keep an account, conduct business correspondence and attend to ordinary banking, etc., is of great value to every woman, especially if she be required to look after property of her own.

But in order to be successful in these, it is evident that a liberal education and general culture are necessary. Hence, there must be proficiency in English and an extended knowledge of History. These branches are, therefore, required with this course.

The College of Business is divided into the following distinct schools:

1. The School of Book-keeping.
2. The School of Stenography.
3. The School of Typewriting.
4. The School of Penmanship.

1. The School of Book-Keeping

Double and Single Entry, Correspondence, Commercial Law, Banking, Commission, Commercial Papers, Business Practice.

Text-Books.—Williams and Rogers' Practical Book-keeping; Commercial Arithmetic.

2. The School of Stenography

The system taught is the Pitman, the one practised by nearly all expert reporters in one or another of its forms.

The student is first drilled on the principles upon which the system is based, is carried gradually forward to dictation work, and is given practice in all forms of office correspondence, legal work, and the phraseology peculiar to each.

Text-books: Pitman-Howard's Amanuensis; Pitman-Howard Phonographic Dictionary and Phrase Book; Written Exercises.

3. The School of Typewriting

It is very necessary that the stenographer be able readily and accurately to transcribe; so attention must be given to the use of the typewriter. Each pupil receives individual instruction concerning the mechanism of the machine and mode of operation. Exercises are carefully graded and neatness required. This department is well equipped with Smith-Premier and Hammond typewriters.

4. The School of Penmanship

Business and Ornamental Writing, Marking, Engrossing, German Text, Pen Drawing and India Ink Shading.

However well a pupil may understand all the other branches in our curriculum, she cannot hope to succeed without a neat, legible and rapid hand-writing.

Almost any one can acquire a good hand-writing if she will give it reasonable time and attention. Be not deceived, "All great men" may "write a bad hand," but all who write badly are not great.

Intelligent practice makes perfect.

Ear, Eye, Nose and Throat

The addition of this department is in response to the great need in our schools and colleges for the highest physical development. Vision is the most important sense by which we hold commun-

ion with the external world. Education imposes a great tax on this organ; weak eyes are becoming one of the prices of an education, largely through ignorance of the proper care of them. The eyes and ears of all children should be carefully examined when they first enter the public schools, because a large per cent. of defects exist, which if discovered and corrected early in life, will not only rescue many from a dull and listless career, but often save precious lives.

We hope by instructing our future teachers in this important subject, to fit them for a systematic examination of the school children of the future. Dr. Carpenter will deliver several lectures during the session on this subject.

Domestic Science

The management of households is the occupation of a large majority of women: hence, we believe all girls should prepare themselves for this important part of their life's work.

We have, therefore, established a department of Domestic Science, thus adding to the usual list of studies one which a girl is usually called upon, at some time in her life, to put into practice. A knowledge of scientific house-keeping will no doubt result in as much comfort and happiness to a woman as any other part of her education.

The course consists of a scientific and comprehensive study of cooking, theoretical and practical. It is designed to teach not only how to

cook, but what to cook and why. Special attention is given to the study of the principles of nutrition, the composition, food value, cost and digestibility of foods; how to plan meals that will furnish the most nourishment for the least money and, at the same time be attractive and appetizing; how to select food that will produce the best development of individuals, mentally, morally and physically,—for we are very much what our food makes us.

The practical side of the subject, which trains the hand to keep pace with the brain, will include the preparation of various dishes—breads, meats, soups, eggs, salads, desserts, etc.—the study of marketing,—the study of the principles underlying the cookery of different food stuffs—the planning of menus and serving of meals.

A modern school kitchen will be equipped. The classes will meet for a period of one and one-half to two hours twice a week.

The course is designed to develop the mind through the hand and to give scientific training for the work of the home. Study is necessary for the other professions, is it any the less important in the profession of home-making? All young ladies and housekeepers are invited to join the classes.

Societies

There are in the College two Literary Societies, which afford a wide scope for original

work, for application of the knowledge gained in the courses of study, and for literary development.

There is also an Alumnae Association which meets annually during Commencement, and is composed of all the full and partial graduates of the College.

The Chicora Clarion

The Chicora Clarion is a handsome, illustrated periodical, which is edited annually by the student--body.

Lectures and Concerts

It is the purpose of the College management to provide, on suitable occasions during the session, good lectures, concerts and other entertainments of a literary character. It is believed that these constitute no small factor in the development of mental and moral culture, besides furnishing needed recreation and enjoyment to the pupils.

Social Features

At stated times the drawing-rooms of the College are thrown open, and the young ladies and teachers receive their friends. These occasions are pleasant breaks in the routine of college life, and also are most valuable in cultivating ease and grace in society.

Prizes

A copy of the Bible is given to the pupil who attains the highest average grade in the School of Bible in the Freshman, Sophomore and Junior classes.

First and second spelling prizes are offered in the spelling classes maintained in the College.

Roll of Distinction

The names of pupils making a general average grade of 95 in studies and deportment for the entire session are placed on a Roll of Distinction, which is read publicly at the Graduating Exercises and published in the Catalogue.

Medals

The following medals are offered for the next session:

1. The Scholarship Medal, offered by the President, to the graduate in the College of Liberal Arts and Sciences who attains the highest average grade on all the studies prescribed for the Sophomore, Junior and Senior Classes.

2. A Science Medal, offered by Dr. C. C. Jones, to the pupil who makes the highest grade in the School of Natural Science on Physiology, Chemistry, Physics and Astronomy.

3. An English Essay Medal, offered by Hon. A. H. Dean, to the writer of the best English essay.

4. A Music Medal, offered by W. L. Gassaway, Esq., to the pupil who makes the most rapid progress in music during the session.

5. A Music Medal, offered by Dr. H. H. Bellamann, for excellence in Piano.

6. A Music Medal, offered by Mrs. H. H. Bellamann, for excellence in Singing.

7. An Art Medal, offered by Avery Patton, Esq., to the pupil who makes the greatest improvement in art during the session.

8. An Elocution Medal, offered by H. Endel, Esq., to the pupil who makes the greatest improvement in elocution during the session.

Degrees and Testimonials

The Board of Trustees, upon the recommendation of the President and Faculty of the College, being authorized by law, will confer the following meritorious and honorary certificates and diplomas:

1. Certificate of Proficiency.—A Certificate of Proficiency is awarded to every pupil who completes all the studies prescribed for any one school or several schools.

2. Diplomas of Graduation.

(2) A diploma is awarded to every pupil with the degree of Baccalaureate of Literature who completes the studies prescribed for this degree on page 49.

(2) A diploma is awarded to every pupil with the degree of Baccalaureate of Science who completes the studies prescribed for this degree on page 48.

(3) A diploma is awarded to every pupil with the degree of Baccalaureate of Arts who completes the studies prescribed for this degree on page 46.

(4) A diploma is awarded to every pupil with the degree of Associate of Music who completes the studies prescribed for this degree on page 50. A course will also be offered leading to the degree of Baccalaureate of Music.

(5) A diploma is awarded to every pupil who completes the studies required for graduation in either the College of Art, the College of Expression, the College of Physical Culture, or the College of Business.

Pupils who take Art, Expression, Physical Culture or Business as a specialty, with a view to graduation in these Colleges, are required to complete the studies prescribed for the A. B. Course in the Schools of Bible, English and one elective each year in the College of Liberal Arts and Sciences.

Boarding pupils who take Music, Art, Expression, Physical Culture or Business as a specialty without a view to graduation in these Colleges, are required to take at least three Schools in the College of Liberal Arts and Sciences.

Expenses for the Entire School Year

Session of 1908-1909

Boarding Pupils

(A) Tuition for Literary Course, Board, Furnished Room, Heat, Light, Bath, Servant's Attendance, General Elocution and Medical, Contingent, Infirmary and Reading Room Fees $183.00

(B) All included in Proposition (A) and Tuition in Piano*, Voice, Art** or Expression $203.00

(C) All included in Proposition (A) and Tuition in Business Course $218.00

Theoretical Course, Use of Piano, Violin, Organ, and use of Organ as per list below.

*If lessons under Director add $10.

**Either Painting, Pyrography or Photography.

Day Pupils

Tuition and Fees in the Primary Department		$ 25.00
Tuition and Fees in the Grammar School Department		35.00
Tuition and Fees in the High School Department . . .		45.00
Tuition and Fees in the Collegiate Department . . .		45.00
Music:—		
Piano	Director	$ 50.00
	Professor	40.00
Post-Graduate—Director		$ 60.00
Use of Piano, one hour per day		5.00
Theoretical Course, class of Twelve		6.00
Pipe Organ, Director		60.00
Use of Pipe Organ, one hour per day		10.00
Singing		40.00

Violin	50.00
Guitar	40.00
Mandolin	40.00
Art:—	
Drawing in Pencil, Charcoal, Pen and Ink and sketching from Nature; Pastel, Oil, Water Colors,, China and Tapestry Painting; Modeling in Clay, Historic Art, Illustrating and Designing	$ 40.00
Pyrography	20.00
Photography	40.00
Expression:—	
Class of ten	25.00
Private lessons	40.00
Gymnastics:—	
Gymnasium Fee	5.00
Delsarte, lessons in class	10.00
Normal Course	25.00
Private lessons	40.00
Business:—	
Book-keeping	25.00
Stenography	25.00
Typewriting	10.00
Use of Typewriter, one hour per day	5.00
Penmanship	10.00
Graduation Fees:—	
Certificate	2.50
Diploma	5.00

There is no charge for Ancient or Modern Languages, Chorus Singing, or General Elocution.

Other General Expenses

1. The Oxford Cap and Winter Uniform will cost about $16.50.

2. The College has no laundry, but careful and honest washerwomen are employed to do

laundry work for the pupils at a charge of $1.60 a month. A deposit for this should be made with the President at the beginning of each term.

3. Books, sheet music, art materials, etc., will cost from $5 to $10 per session. A deposit for this expense should be made with the President at the beginning of each term.

4. Parents may allow their daughters whatever amounts they wish for private use, but we earnestly advise that these amounts be not excessive. Chicora is not an expensive College, and it should not be held responsible for the personal extravagance of a pupil.

5. Students in Chemistry, Biology and Physics will be required to pay a laboratory fee of $2.00 for material used.

Business Notes

1. The College must be conducted on business principles, of course; hence, parents and guardians may expect bills to be rendered and prompt payments required, as in any well-conducted commercial enterprise.

2. The enrollment of a student's name as a pupil in the College shall be deemed a formal and explicit contract for her to remain to the end of the scholastic year.

3. All charges are to be paid in advance as follows: $75.00 on September 17, 1908; the balance of the account for the First Term on November 19, 1908; $75.00 on January 21, 1909;

the balance of the account for the Second Term on March 25, 1909.

4. No diploma, certificate, or other mark of distinction will be awarded any pupil until all charges have been paid in full.

5. Pupils matriculating during the first month of a term are charged as from the first day of the term.

6. Teachers and pupils entertaining friends at the College will be charged at the rate of $1.00 per day.

7. The College cannot advance money to the pupils for any object.

8. No deduction from any charges will be made for holidays.

9. No deduction from any charges will be made for the loss of time except in case of illness longer than two weeks. For absence by reason of illness there will be a deduction by the two weeks for Board of $5.00 and by the quarter for Tuition of $10.00. In the event of sickness a certificate must be presented from either the College or family physician, stating that the pupil is incapacitated for attendance upon school duties.

10. For the withdrawal of a pupil from the College no deduction will be made from the charges for Fees per session, for Tuition per term, for Board per quarter: except in case of protracted sickness, when the charges for Tu-

ition and Board will be deducted at the regular rate per quarter for Tuition and per month for board.

The justice of this regulation is obvious from the following facts: The College obligates itself to furnish the advantages offered in the Catalogue for the Scholastic Year; the officers and teachers are employed and all arrangements made for the entire session; and as we may not be able to accommodate all who apply for admission, the reception of one pupil may prevent the reception of another who would remain for the whole session.

11. No deduction from any charges for any cause will be made to students withdrawing during the last four weeks of the session.

12. A discount of 10 per cent. on total bills will be made where two or more pupils come from the same family.

13. To ministers regularly engaged in their calling free tuition in the Literary Department will be given.

14. Make all drafts, checks and money orders payable to S. C. Byrd, President.

15. Address all communications to Rev.S. C. Byrd, D. D., Chicora College, Greenville, S. C.

Some of the Needs of the College

1. Books and money for the Library.

2. A Music Building.

3. Additional equipments for the Laboratories.

4. Scholarships in the shape of yearly contributions of $100.00.

5. Scholarships in the form of permanent endowments in amounts of $1,000, $2,000, or more.

6. Gifts, devices and bequests for the general permanent endowment funds.

These benevolent objects are earnestly commended to the prayerful consideration of God's people. Friend, the cause for which we ask the above gifts is worthy, will you not be one to make a gift?

Form of Request

I give, devise and bequeath to the Board of Trustees of Chicora College, the sum of .... Dollars, to be applied by the said Board to the uses of said College for (here state purpose).